

Clark County School District
Harney, Kathleen and Tim MS
2025-2026 Status Checks with Notes



District Approval Date: May 15, 2025 **Public Presentation Date:** May 15, 2025

Mission Statement

Our mission at Kathleen and Tim Harney Middle School is to provide students the opportunity to succeed in a safe, respectful, and caring community. We are committed to promoting literacy and life-long learning through high expectations and shared responsibility with parents and students.

Vision

“All students progress in school and graduate prepared to succeed and contribute in a global diverse society.”

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada’s K-12 Accountability Portal provides detailed information about each school’s student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/clark/kathleen_and_tim_harney_middle_school/nspf/

Table of Contents

Inquiry Areas	4
Inquiry Area 1: Student Success	4
Inquiry Area 2: Adult Learning Culture	9
Inquiry Area 3: Connectedness	10

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students scoring above the 70th percentile in ELA from 13.3% (fall) to 17% (spring) by 2026 as measured by MAP Growth Assessment.

Aligns with District Goal

Formative Measures: MAP
Diagnostic Assessments

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Restructure Professional Learning Communities (PLC) and implement a variety of professional development that will help teachers understand and analyze data. Provide staff opportunities to collaborate with RPDP and HMH consultants to improve Tier I and Tier II instructional strategies in ELA and Math. Position Responsible: Core teachers, Instructional Leaders, Learning Strategists, Supervising Administrators, Consultants Resources Needed: HMH Coaches Monthly/Weekly for virtual meets, as needed ELLD Coordinator for supports Current Standards Access to high-quality rigorous texts (Exact Path) ThinkCERCA Fundamental Courses School-wide data (MAP Scores) Recognition for growth and proficiency CPD/RPDP Support for trainings Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: ThinkCERCA Level 2: Moderate: PLCs Level 3: Promising: Mathia Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned SBAC scores indicated growth in ELA. Teachers are becoming more familiar with HMH Tier I curriculum. October Next Steps/Need With a full ELA staff, we will continue to provide curriculum support to new teachers and build collaboration both horizontally and vertically within the department. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 2: AB 335 Student Success Goals for ELs:

Mathematics Summative Assessment

Decrease SBAC proficiency gap in Math for ELLs from 11.5% in 2025 to 7% in 2026.

Language Arts Summative Assessment

Decrease SBAC proficiency gap in Reading for ELLs from 19.5% in 2025 to 12% in 2026.

Language Summative Assessment

Harney MS will increase the percentage of ELLs meeting proficiency as measured by ACCESS, from 9.7% (24/25 baseline data) to 15% by May 2026.

Aligns with District Goal

Formative Measures: MAP

Diagnostic Assessments

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Restructure Professional Learning Communities (PLC) and implement a variety of professional development that will help teachers understand and analyze data. Provide staff opportunities to collaborate with RPDP and HMH consultants to improve Tier I and Tier II instructional strategies in ELA and Math. Position Responsible: Core teachers, Instructional Leaders, Learning Strategists, Supervising Administrators, Consultants Resources Needed: HMH Coaches Monthly/Weekly for virtual meets, as needed ELLD Coordinator for supports Current Standards Access to high-quality rigorous texts (Exact Path) ThinkCERCA Fundamental Courses School-wide data (MAP Scores) Recognition for growth and proficiency CPD/RPDP Support for trainings Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: ThinkCERCA Level 2: Moderate: PLCs Level 3: Promising: Mathia Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned Implementation of ACLE, FLS, and Summit K12 has shown growth. October Next Steps/Need Adding WIDA bookcamp, all LEP students will be pulled from elective classes twice a week for additional language supports. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: AB 335 Student Success Improvement Strategies: Implement Tier II support for identified EL student groups (newcomers, short-term English learners (STEL), and long-term English learners (LTEL).) Position Responsible: School leadership team, learning strategist, teachers, EL School Support Coordinator. Timeline: Ongoing during the 2025-2026 school year. Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum. Summit K12 ACLE instructional materials, English 3D. FLS and ACLE Look For Tools ULD Professional Learning Series Tier I Monitoring Tool Evidence Level Level 3: Promising: HMH English 3D Level 4: Demonstrate Rationale: Summit K12	Oct: In progress October Lessons Learned WIDA scores indicated that we did close the proficiency gap 5%. October Next Steps/Need Teachers are attending additional training opportunities for FLS and ACLE Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 3: Decrease the percentage of students scoring below the 20th percentile in math from 56.7% (fall) to 49% (spring) by 2026 as measured by MAP Growth Assessment.

Aligns with District Goal

Formative Measures: MAP
Diagnostic Assessments

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Restructure Professional Learning Communities (PLC) and implement a variety of professional development that will help teachers understand and analyze data. Provide staff opportunities to collaborate with RPDP and HMH consultants to improve Tier I and Tier II instructional strategies in ELA and Math. Position Responsible: Core teachers, Instructional Leaders, Learning Strategists, Supervising Administrators, Consultants Resources Needed: HMH Coaches Monthly/Weekly for virtual meets, as needed ELLD Coordinator for supports Current Standards Access to high-quality rigorous texts (Exact Path) ThinkCERCA Fundamental Courses School-wide data (MAP Scores) Recognition for growth and proficiency CPD/RPDP Support for trainings Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: ThinkCERCA Level 2: Moderate: PLCs Level 3: Promising: Mathia Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned The math department has shown minimal growth due to teacher absenteeism and instructional practices. October Next Steps/Need Teachers are receiving additional coaching and support for instructional delivery and tier II supports. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 4: Decrease the percentage of students scoring below the 20th percentile in ELA from 49.3% (fall) to 45% (spring) by 2026 as measured by MAP Growth Assessment.

Aligns with District Goal

Formative Measures: MAP
Diagnostic Assessments

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Restructure Professional Learning Communities (PLC) and implement a variety of professional development that will help teachers understand and analyze data. Provide staff opportunities to collaborate with RPDP and HMH consultants to improve Tier I and Tier II instructional strategies in ELA and Math. Position Responsible: Core teachers, Instructional Leaders, Learning Strategists, Supervising Administrators, Consultants Resources Needed: HMH Coaches Monthly/Weekly for virtual meets, as needed ELLD Coordinator for supports Current Standards Access to high-quality rigorous texts (Exact Path) ThinkCERCA Fundamental Courses School-wide data (MAP Scores) Recognition for growth and proficiency CPD/RPDP Support for trainings Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: ThinkCERCA Level 2: Moderate: PLCs Level 3: Promising: Mathia Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned ELA teachers are becoming more familiar with the HMH Tier I curriculum. October Next Steps/Need With a full ELA staff, we will continue to provide curriculum support to new teachers and build collaboration both horizontally and vertically within the department. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of classroom observations that show evidence of teachers providing appropriate scaffolding during Tier 1 instruction from 66% (2024-2025 School Year) to 70% by the end of the school year (May 2026).

Aligns with District Goal

Formative Measures: Focal Point
FocusEd
MTSS Data Walk-throughs
NEPF Instructional Rubric

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Administration will share PLC observation data trends with leadership team, as well as full staff. Leadership team will discuss next steps for teams. Administration will schedule and organize professional development from ELLD, RPDP, and Tier I curriculum coaches as well as schedule follow up walk through dates with instructional leaders to observe engagement strategies. Position Responsible: Administration and Instructional Leaders Resources Needed: Effective professional learning opportunities for differentiation and scaffolding. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned Focal Point Tier I monitoring data support that the teachers are graduating incorporating more scaffolds and differentiation for students. October Next Steps/Need Additional monitoring spot checks have been added. Supervisors and Instructional Coaches are reviewing lesson plans weekly. Discussions and collaborations on those plans help monitor implementation of scaffolds creating more feedback for teachers. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the percentage of Black/African-American students Suspension with Instruction from 42.5% in 2025 to 38% by 2026, as measured by Datalab in Infinite Campus.

Aligns with District Goal

Formative Measures: Datalab
Infinite Campus Reports
FocusEd

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement the PBIS rewards program as Tier I behavioral supports to promote positive behavior on campus and decrease the number of major incidents that occur. Position Responsible: Staff, Instructional Leaders, Learning Strategists, Supervising Administrators Resources Needed: Incentives/items for PBIS rewards; visual reminders and rewards that will catch student attention and engage conversation; "leaderboard" with points for students/classes/teachers. Marketing Campaign Training for PLCs Instructional Facilitator classroom interventions People to help monitor/implement systems and rewards Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: PBIS Level 2: Moderate: SEL/SEB Resources Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned Data review shows that implementing more restorative practices has led to a decrease in schoolwide suspensions. October Next Steps/Need Continue to work with SSIFs, SMHP, and parents to provide necessary supports for our students. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 2: Create an MTSS Team with all roles and actively engage with participation of all roles at or above 80%. Roles may included: Tier 1 system coach, school administrator, teacher, student, school mental health professional, community member, parent, and member from marginalized group.

Aligns with District Goal

Formative Measures: Behavior Log from Infinite Campus, FocusedEd, PBIS Program

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Ensure active engagement and participation of all roles at or above 80%. Position Responsible: Administration Resources Needed: Time Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned A new MTSS committee has been formed. Parent Square (communication program) has increased communication of school expectations to families. October Next Steps/Need Monthly meetings are scheduled. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 3: MTSS Team meet at least monthly.

Aligns with District Goal

Formative Measures: MTSS Team meeting agenda and minutes

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Establish team operating procedures at the beginning of the 25-26 SY. Position Responsible: Administration, Counselors, School Mental Health Professionals(SMHP), Student Success Instructional Facilitators(SSIFs) Resources Needed: Time Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned In progress October Next Steps/Need In progress Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 4: School MTSS Team will provide a written process for scheduled delivery of lesson plans to directly teach, practice, actively supervise, and prompt academic/SEB competencies and routines as defined in the schoolwide teaching matrix across all settings, and at least 80% of students can list all of the expectations and give an example of at least one expectation within a particular setting or routine.

Aligns with District Goal

Formative Measures: Counselors and School Mental Health Professionals' scheduled SEL/SEB lesson plans, Behavior Log in Infinite Campus, PBIS Program, Community in Schools' Referral Log.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Structure quarterly meeting opportunities for "persons responsible" to collaborate and refine schoolwide expectations with established examples and routines to teach students. Position Responsible: Administration, Counselors, School Mental Health Professionals, Student Success Instructional Facilitators, Community-In-Schools Resources Needed: PRIDE posters, PBIS incentives Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Level 1: Strong: PBIS Program Level 2: Moderate: SEL/SEB Resources Available Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned In progress October Next Steps/Need In progress Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need